Lisa Duvalsaint 9/20/16

CBSE 7201

Wiki #2 Annotated Bibliography

1. Desimone, Laura. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? Journal of Educational Research, 93(1), 11-30.

This essay discusses how the effects of parent involvement vary for students from racial-ethnic and economic backgrounds. Data was used from the 1988 National Education Longitudinal Study to examine relationships between 12 types of parent involvement and 8th-grade mathematics and reading scores. Results showed statistically significant differences in the relationship between parent involvement and student achievement according to race/ethnicity and family income, how achievement was measured, type of involvement, and whether parents or students reported it.

1. Gonida, E., & Cortina, K. (2014). Parental involvement in homework: Relations with parent and student achievement‐related motivational beliefs and achievement. *British Journal of Educational Psychology,* *84*(3), 376-396.

This study examined whether different types of parents' involvement in homework (autonomy support, control, interference, cognitive engagement) (1) are predicted by their mastery and performance goals for their child and their beliefs of the child's academic efficacy, and (2) predict student achievement goal orientations, efficacy beliefs, and achievement. Grade-level differences were also investigated. The sample consisted of 282 elementary school (5th grade) and junior high school students (8th grade) and one of their parents. Surveys were used for data collection. Structural equation modelling was applied for data analysis. What was discovered is that (1) Autonomy support during homework was predicted by parent mastery goal, parents' control and interference by their performance goal and perceptions of child efficacy, and cognitive engagement as supplementary to homework by parent perceptions of child efficacy. (2) Parental autonomy support, control, and interference were differentially associated with student mastery and performance goal orientations, whereas parent cognitive engagement was associated with student efficacy beliefs. (3) The structural model was the same for elementary and junior high school students but the latent means for a number of variables were different. The study concluded that different types of parental involvement in homework were associated with different outcomes with parent autonomy support to be the most beneficial one.

1. Hoover-Dempsey, K., Bassler, O., & Burow, R. (1995). Parents' Reported Involvement in Students' Homework: Strategies and Practices. *The Elementary School Journal,* *95*(5), 435-450.sugge

This study examines how parent involvement with homework is related to achievement in school. Interviews were conducted with 69 parents from grades 1-5. Researchers found that homework was often complex for parents in which they weren’t prepared for. Strategies to get parents to be more effective with students’ homework are suggested in this text.

1. Midraj, Jessica, & Midraj, Sadiq. (2011). Parental Involvement and Grade Four Students' English Reading Achievement. *International Journal of Applied Educational Studies,* *12*(1), 41-56.

The intent of this study was to determine whether relationships exist between parental involvement indicators, private tutoring, students' background, and English reading achievement in fourth-grade EFL students. Data was collected in the form of researcher-constructed parent and student surveys, a reading comprehension and read aloud tests. A total of 131 students from four schools and their parents participated in the study. The results showed that parents involvement at home-providing learning resources had significant association with comprehension achievement, had significantly association with reading accuracy, and parents involvement at home-literacy activities was significantly associated with English reading fluency. There were significant differences between parental involvement at home (providing resources) and gender in favor of female students; and students who did not receive tutoring significantly outperformed those who received tutoring in reading competence in reading comprehension and in reading fluency. Parents' educational level had significant positive association with their children's reading competence, reading fluency and reading accuracy.

1. Sheldon, Steven B. (2003). Linking School--Family--Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests. *Urban Review,* *35*(2), 149-65.

Examined the relationship between the quality of school, family, and community partnership programs and student performance on Maryland's state-mandated achievement tests. Data from 82 urban elementary schools indicated that the degree to which schools were working to overcome challenges to family and community involvement predicted higher percentages of students scoring at or above a satisfactory level on the state achievement tests. The study concluded that schools’ efforts to involve familes in student learning helps students achieve, it also found that schools in urban areas need more awareness of the importance of family and community involvement.

1. Topor, D., Keane, S., Shelton, T., & Calkins, S. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community,* *38*(3), 183-97.

This study examines two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student-teacher relationship. This study used a sample of 158 seven-year-old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance. Limitations, future research directions, and implications for public policy initiatives are discussed.

1. Wiseman, A.M. (2009). "When you do your best, there's someone to encourage you": Adolescents' views of family literacy. *Journal of Adolescent & Adult Literacy, 53(2*), 132-142. doi: 10. 1598/ JAAL.53.2.4

Despite the fact that adolescents benefit from caring adults that participate in their child's education, involvement of families decreases incrementally as students progress to higher grades. Conversations and observations with students were used to analyze how students' perceive these points within a poetry program that was developed for families to participate in various ways at the school. This study attempts to find out, how students' attitudes, actions, and feelings affect their families' participation in a poetry program designed to improve family involvement? In this study, students' attitudes and beliefs were put into three categories: (1) Students who wanted their families involved, (2) Students who blocked involvement between the school and their families because of perceptions of stress levels and time constraints of their parents, and (3) Students who actively kept their families from coming because of the personal nature of their poetry. It concluded that students’ views about their families reflected the extent to which they wanted to share their poetry.